

Laura Terrill
August 2014

Effective Lesson Design:
Making Every Minute Count

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Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design:
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

August 2014

Key Powerpoint Slides	
Powerpoint Handout	
Workshop Agenda	 Agenda Capturing Learner Interest.docx Details Download 98 KB
Curriculum Planning Visual	 diagram-FINAL-Revised with 5cs and ma... Details Download 120 KB
NCSSFL-ACTFL Global Benchmarks	 NCSSFL-ACTFL Global Can-Do Benchma... Details Download 421 KB
NCSSFL-ACTFL Can Do Statements	 NCSSFL-ACTFL Can-Do_Statements.pdf Details Download 607 KB

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Workshop Goal:

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Learn guiding principles for developing and assessing learner performance in each mode of communication.

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Individual Accountability

4

Allow students to practice an answer using a strategy such as think-pair-share. Then, call on 3-4 students at random to give the answer. Students who have practiced With their partner or group should be able to give a solid answer. A good answer scores a 10. A zero is given only when students do not know what is expected. Use the index cards over the course of a marking period. Total the points. If some students have 4 answers and others have 2, use 3 as the average or 30 points. Drop the lowest score for those who have 4 answers, use the average of the 2 to determine a third score for those who have 2. Put the score into your gradebook in an appropriate category.

	1.	10	9	8	7	6	0
	2.	10	9	8	7	6	0
	3.	10	9	8	7	6	0
	4.	10	9	8	7	6	0
	5.	10	9	8	7	6	0

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Performance toward Proficiency

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Key Comparisons: Performance & Proficiency

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Performance

- ❑ Based on classroom instruction
- ❑ Practiced
- ❑ Familiar content and context
- ❑ Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

Proficiency

- ❑ Independent of specific classroom instruction
- ❑ Spontaneous
- ❑ Broad content and context
- ❑ Sustained performance across all the tasks and contexts for the level

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TEKS – Performance or Proficiency

Interpersonal Communication – Speaking and Writing

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Novice Mid –Novice High (level 1)	Novice High – Intermediate Low (level 2)	Intermediate Low – Intermediate Mid (Level 3)	Intermediate Mid – Intermediate High (Level 4)
The student will negotiate meaning through the spoken & written exchange of information in rehearsed & unrehearsed situations in a variety of contexts. The student will use a mixture of words & phrases & some simple sentences using appropriate & applicable grammar structures & processes at the specified proficiency levels.	The student will negotiate meaning through the spoken & written exchange of information in rehearsed & unrehearsed situations in a variety of contexts. The student will use a mixture of short statements & sentences using appropriate & applicable grammar structures & processes at the specified proficiency levels.	The student will negotiate meaning through the spoken & written exchange of information in rehearsed & unrehearsed situations in a variety of contexts. The student will use a mixture of short statements, sentences, & strings of sentences using appropriate & applicable grammar structures & processes at the specified proficiency levels.	The student will negotiate meaning through the spoken & written exchange of information in rehearsed & unrehearsed situations in a variety of contexts. The student will use a mixture of sentences & connected discourse using appropriate & applicable grammar structures & processes at the specified proficiency levels.

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NCSSFL-ACTFL Global Benchmarks

Presentation Writing

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Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.

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NCSSFL-ACTFL Global Benchmarks Interpersonal

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Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

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Interpersonal Proficiency – Novice Level

Taken from: ©2013 Implementing Integrated Performance Assessment

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	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Language Function <i>Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</i>	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.

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WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	

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CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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Enduring Understandings

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- To study another language and culture gives one the powerful key to successful communication: *knowing how, when, and why, to say what to whom.*
- Knowledge of another language fosters a better understanding of one's own language and culture allowing for development of interculturality.
- Communicating in another language is a vehicle to gain knowledge and understandings that can only be acquired through that language and its culture(s).
- Learning other languages enables an individual to participate in multilingual communities locally and globally.

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Mindset for Curriculum Design

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- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

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Global Challenges: Food and Hunger



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Global Challenges: Food and Hunger

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Language and Level	French – Novice High → Intermediate Low
Theme & Topic	Global Challenges: Food and Hunger
Important Question(s)	How do we eat well? What is hunger?
Goals	Students will: <ul style="list-style-type: none"> ✓ compare hunger in their communities with hunger in other parts of the world and will prepare a presentation calling attention to hunger issues. ✓ identify cultural dishes and consider where they place on the food pyramid. ✓ identify foods as healthy or unhealthy and will be able to comment on their diet. ✓ state their likes and dislikes with regard to food.
What should students know and be able to do by the end of the unit?	

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Global Challenges: Food and Hunger

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Students will consider personal connections with food. They will consider the type of food that they and others eat and will indicate their likes and dislikes. They will be able to say why they eat/don't eat certain foods, describing their tastes and commenting on how healthy or unhealthy certain foods are. They will be able to explain the number of calories needed to sustain life and will analyze the number of calories they consume with regard to the US and other food pyramids. Finally, they will consider why hunger exists, where it is prevalent and how various organizations are helping. As a class students will work individually and in groups to draw attention to hunger issues.

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ACTFL Integrated Performance Assessment

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Interpretive

Students listen to, read and / or view an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.



Presentational

Students engage in the presentational mode by sharing their research/ ideas/opinions. Samples presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites, etc.

Interpersonal

After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.



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Summative Performance Tasks

Interpretive Mode	
Students will read authentic text indicating basic concepts for a healthy diet. They will look at authentic recipes and indicate if the foods are healthy or not and will check reasons why or why not. They also listen to descriptions of images from Hungry Planet and select the image that is being described.	
Presentation Mode	Interpersonal Mode
<p>Project: Students will create a public service announcement to address nutritional and / or hunger issues in their community.</p> <p>On-Demand: You are so proud of yourself....a perfectly healthy day of eating and then disaster. Comment on your eating habits for the day...</p>	<p>Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images.</p>

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<p>Students will read authentic text indicating basic concepts for a healthy diet. They will look at authentic recipes and indicate if the foods are healthy or not and will check reasons why or why not. They also listen to descriptions of images from Hungry Planet and select the image that is being described.</p>	
<ul style="list-style-type: none"> • <i>Communication</i> • <i>Critical Thinking and Problem Solving</i> • <i>Collaboration</i> • <i>Creativity and Innovation</i> 	
<p>Project: Students will create a public service announcement to address nutritional and / or hunger issues in their community.</p> <p>On-Demand: You are so proud of yourself....a perfectly healthy day of eating and then disaster. Comment on your eating habits for the day...</p>	<p>Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images.</p>

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Student Can-do's

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I can	Yes	With some help	Not yet
ask and answer questions about food and hunger			
talk about likes and dislikes concerning common and international foods			
identify where certain foods are from and identify key ingredient(s)			
ask and answer if they would like certain dishes and give reasons			
explain where and why hunger exists in the world			
explain how they make good / poor food choices			
explain how they make good / poor food choices			

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Teacher Observation Check List

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	ask and answer questions about food and hunger	talk about likes and dislikes concerning common and international foods	identify where certain foods are from and identify key ingredient(s)	ask and answer if they would like certain dishes and give reasons	explain where and why hunger exists in the world	explain how they make good / poor food choices	explain how they make good / poor food choices
Student 1							
Student 2							
Student 3							

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express preferences and opinions

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Function (s): **talk about likes and dislikes**
concerning common and
international foods

Accuracy: definite articles
negation
-er verbs

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Food and Hunger- Vocabulary

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All languages should address all of the functions that are listed here. The actual vocabulary may be adjusted by language to reflect the types of resources being used as well as the cultural aspects of language.

ask and answer questions about food and hunger

	Are you hungry?
	I'm hungry.
	I'm starved
	Not really.
	I'm not hungry.

explain where and why hunger exists in the world

	Why is hunger a problem?
	Hunger is a problem because of....
	war
	poverty

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Importance of Authentic Texts

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Authentic Text – text written by speakers of the target language for speakers of the language

- Real-world
- Culture rich
- Models of correct language



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Le blobfish, que l'on pourrait traduire par «poisson-tache», existe vraiment dans les eaux du Pacifique. Malgré son physique peu ragoûtant, il est en train de concurrencer sérieusement les images de chatons mignons sur internet! Et il gagne même des prix. *1jour1actu* te raconte son histoire.



Beurk! Quelle drôle de tête! Pas de doute, c'est bien le blobfish qui a gagné l'élection de l'animal le plus laid!

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CHIEN PERDU

le 7 juillet 2011 à Torcy (77200)

perdu Husky de Sibérie

femelle marron et blanc

tatouage, puce: oui, mais étrangers!

La chienne est identifiée par puce électronique donc si vous la trouvez amenez-la chez un vétérinaire qui scanner la puce et aura les informations.

Si vous avez la moindre information, s'il vous plaît contactez nous

Mathilde, Tél: 07.86.51.86.54

Tatiana, Tél: 02.37.34.73.84

Email: olya.kravtsova@gmail.com

Récompense

Ne restez pas indifférent. Demandez à vos amis, peut-être quelqu'un d'eux a vu ce chien. Merci beaucoup.

Se busca Poodle

Responde al nombre de "PELUDO"

Porta un collar color Rojo y una placa con su nombre.

Fue visto por última vez frente al estadio de Rangers.

Por favor, si lo ven llamen a uno de los siguientes números, gracias.



74095582 ó 78660783



Se ofrece recompensa económica.

Jean and Andre

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Jean and Andre are brothers. Jean is older. The two go to a school which is found less than five kilometers from their home in Paris. Although there is a difference in age of three years between the two brothers, their grade levels are only two years apart. Andre is in sixth grade.

What grade is Jean in?

Education Systems: U.S. and France

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U.S. Grade Level	France Grade Level
6	6
7	5
8	4
9	3
10	2
11	1
12	terminale

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Complex Thinking — Simple Language

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No soy un abrigo.

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Helena Curtain

OFFREZ DES PLUMPY'NUT

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Et vous sauverez des centaines d'enfants qui risquent de mourir de malnutrition en Somalie.

Le Plumpy'Nut, c'est une pâte à base d'arachide, de lait en poudre, de sucre, de vitamines et de sels minéraux, prête à consommer. Elle est dans un petit sachet de 92 g et apporte 500 calories.

Ce petit miracle nutritionnel a été mis au point il y a une quinzaine d'années par Michel Lascanne, patron de Nutriset. Sa facilité d'emploi, il n'est pas besoin de le délayer, l'a fait adopter par toutes les ONG qui se dévouent pour lutter contre la malnutrition des enfants.

Avec un sachet par jour pendant 3 semaines, un enfant est sauvé de la mort.

<http://www.e-sante.fr/offrez-plumpy-nut/blog/1232>

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We do not
learn from
experience;
we learn
from
reflecting on
experience.

---John Dewey

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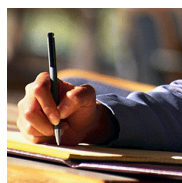
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Three Modes of Communication

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Interpretive



Presentational



Interpersonal

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What is the mode of communication?

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1	Prepare a poster about your favorite sport.	Presentational
2	Watch a travel video and jot down places of interest.	Interpretive
3	Talk about what to do on the weekend.	Interpersonal
4	Send a letter to an e-pal.	Interpersonal
5	Create a graphic organizer for new vocabulary.	Interpretive
6	Create a skit where you buy something in the market.	Presentational

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Interpretive Mode

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Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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Interpretive Communication....

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is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

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Before Reading

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- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose

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During Reading

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- Guided
- Active
- Silent
- Individual

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After Reading

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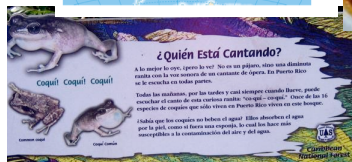
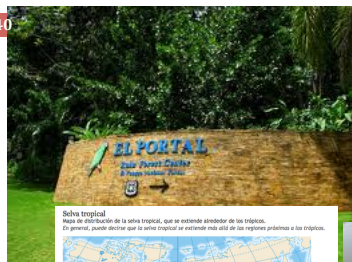


- clarify
- reinforce
- extend knowledge

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In Search of the Coquí

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¿Hay flores que curan el cáncer?

¿A dónde van los científicos en busca de remedios?

De las 3,000 plantas que se sabe tienen propiedades que combaten el cáncer el 70% son especies de bosques pluviales. La "playera" ha ayudado a miles de niños con leucemia. Los científicos estudian los bosques de los trópicos, incluyendo los de Puerto Rico, con la esperanza de descubrir nuevas plantas milagrosas.

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In Search of the Coquí

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Students will travel to various sites in Puerto Rico in search of the elusive coquí. They will begin their search in El Yunque and will learn a bit about rainforests in general before exploring El Yunque in detail. They will then travel to other parts of the island in search of the coquí. As they travel the island they will visit various sites and encounter island specialties. They will work with a classmate to design their ideal short term vacation in Puerto Rico and will create a campaign that will draw attention to the endangered coquí.

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Language and Level / Grade

Spanish Novice Mid- High

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Theme/Topic

Contemporary Life – In Search of the Coquí

Essential Question(s)

- How do we begin to understand another place?
- Why is the rainforest so important?

Goals

Students will be able to:

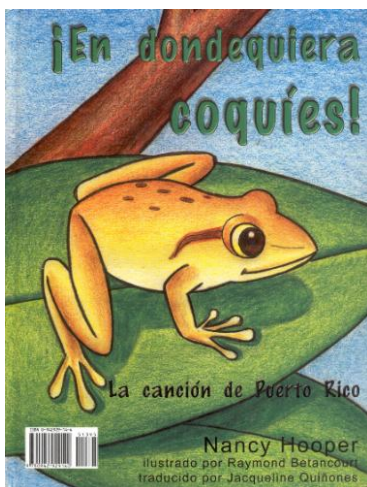
- locate and name traits common to rainforests; compare local natural areas to rainforests
- discuss activities common to Puerto Rico identifying those things that they want to do
- explore websites for information on Puerto Rico and the El Yunque rainforest
- create an informational story that makes others aware of Puerto Rico and the beloved coquí

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Everywhere Coquis! / ¡En dondequiera coquíes!

Nancy Hooper
ISBN 0942929144

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A
C
T
I
V
E

A.C.T.I.V.E.

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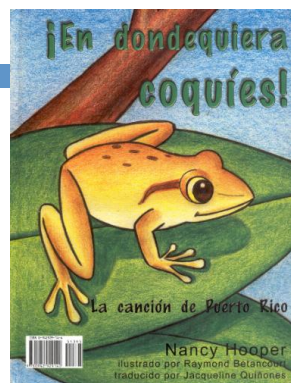
Ask Questions

*Moving from text explicit to
text implicit*

Who?
Where?
If....then?

What?
Why?
Who can?

When?
Which would?
How did?



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A.C.T.I.V.E.

Ask Questions

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All the coquis lived quite happily in the rain forest. They slept all day and sang all night, and their numbers grew and grew. Even little coquí babies learned to sing their name “co-quí, co-quí, co-quí,” soon after they were born.

All the musical coquí voices were loud and clear during the dark, tropical nights. But there was one problem.

Hundreds of green parrots lived in the same rain forest. And unlike the coquís, the parrots chattered all day....but slept all night. Or tried to.

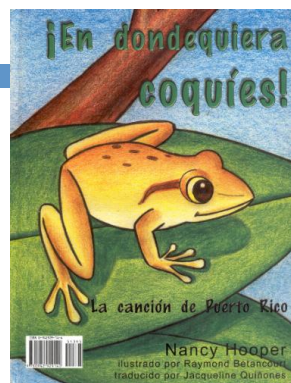
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A.C.T.I.V.E.

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Connect:

- Text-to-self
- Text-to-text
- Text-to-world



Read aloud a short text and think aloud your comments.

Interesting idea	I'm confused
I disagree	Important idea
I remember	I'm surprised
I wonder	

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A.C.T.I.V.E

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Connect:

- Text-to-self
- Text-to-text
- Text-to-world

At first, the parrots were mystified by the sounds they heard at night. Soon they became quite irritated by all the noise. "What kind of bird is it," they wondered, "that sings all night and sleeps all day? That is so rude!"

One night, the grumpy parrots shouted, "Be quiet, birds! Go to sleep so we can sleep too!"

But the coquíes were coquíes and not birds, and they did not understand that the parrots were shouting at them. They kept singing, "Co-quí, co-quí, co-quí."

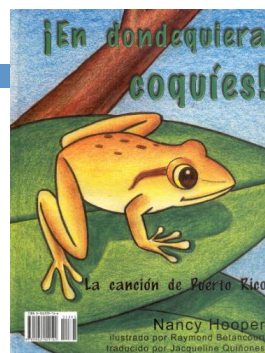
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A.C.T.I.V.E

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Track Down

Determine the most important ideas and themes.



Word level - pick out the words that carry the meaning of the sentence

Sentence level - pick out key sentences

Text level - pick out key ideas, concepts and themes

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A.C.T.I.V.E

Track Down

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Now the parrots really got angry. They swooped down, looking everywhere for a noisy flock of birds. They searched high and low but no matter where they looked, they never found a single singing bird.

But they really frightened the little coquís! Hiding under the branches and leaves, they could see the parrots swooping and squawking.

So in the middle of the night, the terrified coquís silently hopped as fast as they could, out of the rain forest.... and away from the parrots.

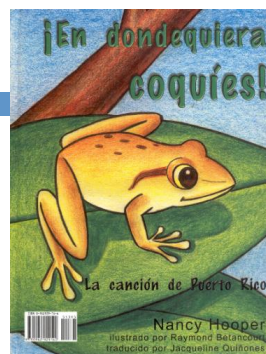
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A.C.T.I.V.E.

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Making Inferences

Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly.



Good readers use their prior knowledge and information from the text to draw conclusions, make judgments and predictions, and form interpretations about what they are reading. Allow great latitude for inferences provided that the reader can defend his or her inferences with a description of relevant, prior knowledge and specific text.

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A.C.T.I.V.E

Making Inferences

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The next morning, they came to the countryside. They were tired so they stopped to rest in the garden of a pretty pink house. As they rested, the coquíes watched the man and woman who lived in the house. They were both artists, and they made typical Puerto Rican crafts. Today they were making *vejigante* masks of *papier-mâché* to sell at festivals around the island; sometimes they carved miniature figures of the saints, called *santos*. The coquíes enjoyed living in the countryside, and their songs each night were joyful and loud. Again, the parrots became irritated and searched for the birds....Again, the tiny frightened coquíes had to hop through the night.....

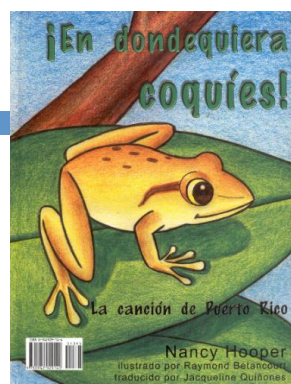
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A.C.T.I.V.E

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Visualizing

Create visual and other sensory images during and after reading.



Ask students to read, discuss and then draw what they see happening in the text. Drawings should be done so that they can be shared with others. Students might also be asked to select a song that relates to the text.

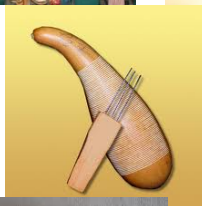
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A.C.T.I.V.E

Visualizing

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claves
güiros
maracas
cuatros
vejigante masks
santos



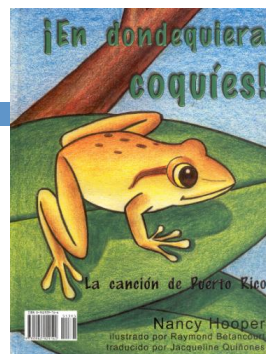
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A.C.T.I.V.E

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Eureka!

Retell or synthesize what has
 been read.



Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.

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R.A.F.T

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Role	Audience	Format	Topic
parrot	coquís	letter	Complaining about the noise
parrot	coquís	song	Begging them to return
coquís	parrots	note	Apologizing for keeping them awake
people of Puerto Rico	coquís	poem	Expressing how much you love their sounds and what they mean to you
?	?	?	?

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Juan Ponce de León

56





Juan Ponce de León, the explorer, was born in Valencia, Spain, in 1460. As a teenager he joined Spanish forces that defeated the Moors. In 1493 he accompanied Cristóforo Colombo in his second voyage to America. Later Ponce de León was granted a commission to explore Borinquen. He then set out to colonize the island of San Juan Bautista and build the first settlement called Caparra. He served as first governor from 1509-12. During his term as governor the island's name was changed from San Juan Bautista to Puerto Rico. Ponce de León went on to achieve other accomplishments. His tomb is found at the San Juan Cathedral in Old San Juan. His family estate is the Casa Blanca, another popular tourist site.


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<http://www.elboricua.com/BoricuaKids.html>

57

1  **Read**

3  **Remember**

2  **Cover**

4  **Retell**

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Proof for / Proof against

58

Proof For		Proof Against
	Juan Ponce de Leon was born in Puerto Rico.	
	Puerto Rico was the name of the island when Christopher Columbus arrived.	
	Juan Ponce de Leon was very talented.	

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Magnet Summaries

59

Students use this strategy to identify key words. Then, they use those key words to write a summary.

soldier explorer
Columbus
colony Puerto Rico
governor, tomb, estate

Juan Ponce de Leon was a soldier and an explorer. He fought for Spain, then traveled to the new world with Columbus. There, he became governor of Puerto Rico. Today you can visit his tomb and his former home.

Buehl, 2001

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Meaning does not arrive because we have highlighted text or used sticky notes or answered the comprehension worksheet.

Meaning arrives because we are purposefully engaged in thinking while we read.

- Tovani

60

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Interpersonal Mode

61

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



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Interpersonal Communication....

62

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

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head
foot
hand
stomach
eyes
nose
ears
mouth
knee
hair

63
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Communication

64

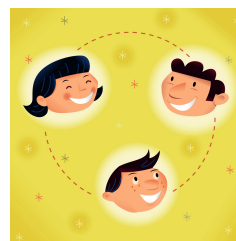
What does it mean to be proficient in
a language?

or

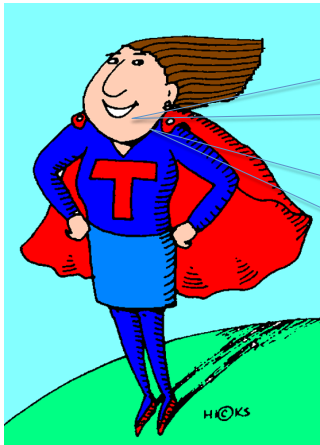
How will my students use what I am
teaching in a real-life context?

or

Will they really say it on the streets
of (Paris)?



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Use the target language as much as possible, but at least **90%** of the time.

May I speak English?

Proficiency

66

- Equate learning a language to a skill; show video or writing of individuals learning a language and ask students to think about how people show they are getting better in a language. Don't provide answers.
- Let students call out skills they are learning. Take a survey (polleverywhere) to determine the most popular skills in the class: music, sports, gardening, painting, writing, cooking.
- Divide students into 5 or 6 groups depending on class size. Each group should be assigned one of the top skills. They are tasked with creating an image that shows improvement toward mastery of that skill.
- **Bring in use of target language in classroom. You learn a skill by doing it. Explain that is why class will be in target language. Teach process/language for expressing confusion, asking for help.**

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Asking Questions

67



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Raise the proficiency level

68

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



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Raise the proficiency level

69

Create a sentence that combines the ideas in both images.



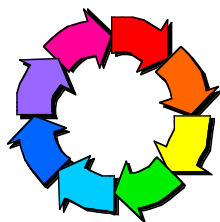
1. but
2. not
3. never
4. and
5. because
6. then
7. always



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Raise the proficiency level.....

70



1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...



Find out what your partner did last night.
Ask a follow-up question to get more details.

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Have a conversation about these pictures.

71



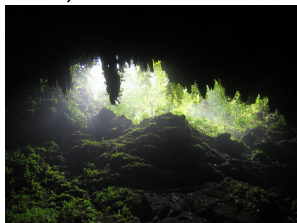
Laura Terrill, HEB 2014

Do you want to?

72

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



explore a cave



zipline



play in the waterfall

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Do you want to?

73

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



explore a cave



zipline



play in the waterfall



swim at the beach



snorkel



hike in the rainforest

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Do you want to?

74

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



swim at the beach



snorkel



hike in the rainforest

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75

Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.



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Do you want to? Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.

76



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Do you want to.....? I want/don't want...

77



- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?

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Discuss your vacation plans with your partner.

78



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Brainstorming

words related to activities/making plans

79



LA BESTIA

Esta excursión es diferente a todas las otras. En esta, ubican a la persona dentro de un arnés o coraza humana enorme, mientras uno se recuesta para que se conecten las cuerdas a la espalda. Así que vuelas por el aire como un pájaro. (Superman o Ironman). Me parece que éste es el único en su clase que se practica en Puerto Rico.

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Brainstorming

80

Procedure:

- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.
- Students pair - must create mini dialogue that seems appropriate to the situation, no notes but may look at displayed words. Set time limit appropriate for level.
- Students pair differently - same mini dialogue, list is not visible.

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Develop the Role Play

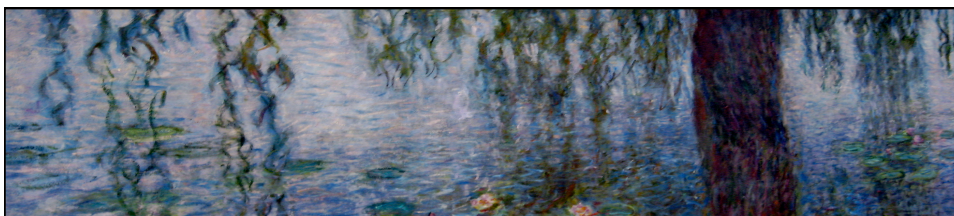
81



Make plans for your time in Puerto Rico.

- Discuss what you would do each day; consider the weather.
- Comment on what teenagers in Puerto Rico like to do.
- Discuss something you really want to do and something that isn't of great interest.
- Justify why you don't want to do something.

Laura Terrill, HEB 2014



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The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

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